DOCUMENT RESUME

ED 477 331 CS 511 356

AUTHOR	Robertson, Helen
TITLE	Media Unit. ArtsEdge Curricula, Lessons and Activities.
INSTITUTION	John F. Kennedy Center for the Performing Arts, Washington, DC.
SPONS AGENCY	National Endowment for the Arts (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Department of Education, Washington, DC.
PUB DATE	2002-00-00
NOTE	18p.
AVAILABLE FROM	For full text: http://artsedge.kennedy-center.org/teaching_materials/curricula/curricula.cfm?subject_id=LNA.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Advertising; Class Activities; *Classroom Techniques; Curriculum Enrichment; *Language Arts; Learning Activities; Lesson Plans; *Mass Media; Primary Education; Student Educational Objectives; Units of Study
IDENTIFIERS	*Advertisements; *Media Imagery

ABSTRACT

This "mini" curriculum unit introduces primary children (grades K-3) to the concept of images presented through the media, primarily advertising through print and on television. The unit is divided into three approximately 45-minute lessons. In the unit's first lesson, students will discuss why they like the particular toy they have chosen to bring to class, while the second lesson begins with a teacher-led discussion of the purpose, target audience, and value of advertisements in general, and of the specific ads each student has brought to class from home. In the unit's final lesson, students will make an outline drawing of their chosen toy, either from observation or from memory, including background/foreground space on the picture plan as well as possible symbols for their advertisement with consideration given to their target audience. Each lesson provides an overview and detailed information for the teacher; cites relevant national standards, strategies, and instructional objectives; and offers a step-by-step instructional plan. Each lesson also discusses assessment and suggests extension activities. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 477 331

The Kennedy Center
ARTSEDGE
WORLDCOM

Curricula, Lessons and Activities

Curriculum Unit Detail

Media Unit

This mini curriculum unit introduces primary children (grades K-3) to the concept of images presented through the media, primarily advertising through print and on television. The unit is divided into three approximately 45-minute lessons.

The following lessons are part of this unit:

- Media Unit: Lesson 1
- Media Unit: Lesson 2
- Media Unit: Lesson 3

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 511 356

BEST COPY AVAILABLE

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Media Unit: Lesson 1
(Part of Curriculum Unit Media Unit)

Resource Type: lesson

Length: 45 minute class periods

Grade: K,1,2,3,4

Subjects: Design Arts, Language Arts, Social Studies, Visual Arts

Subtopics: Design,. Drawing, Film, Media, Photography, Technology, Video

Overview: In this lesson, students will discuss why they like the particular toy they have chosen to bring to class. They will brainstorm, making a list of different categories of toys, and then discuss reasons for valuing particular toys. They will begin to explore the concepts of advertising and target audiences. They will use drawing to create a cross-curricular link between *media studies* and the *principles of art and design*.

Equipment:

- Computer: Mac or PC with Internet connection (optional)
- Projector Overhead

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies: Toy and associated advertisement to be brought to school by each student.

Drawing materials to be distributed to each student by the teacher:
White paper (8 1/2 x 11)
Pencil

Other Materials: Overhead transparencies
Overhead pens

Related Textbooks:

Teacher Internet Resources: **Lesson and Extension Specific Resources:**

- **Advertising and your Child (Better Business Bureau)**
  http://www.media-awareness.ca/eng/med/home/resource/caruad.htm

  Housed on the Media-Awareness Network site, this page includes tips on how to help your child or student understand advertising tactics. Helps students become more advertising savvy.

- **Consumer Reports Online Education Center**
  http://www.zillionsedcenter.org/

  A great site for finding lesson plans and activities to guide your students in evaluating advertisements and marketing gimmicks. Their goal is to "empower kids to be savvy consumers and think for themselves."

- **CreatAbility Toys: Museum of Advertising Icons**
  http://www.toymuseum.com/

  This site will lead you through a tour of popular toys and advertising icons. Here you will find familiar marketing strategies. Students will discover the impact of ads and learn why certain elements are essential to the success of

a particular item.

General Internet Resources:

- **Media Awareness Network**
  http://www.media-awareness.ca/eng/

  This site offers practical support for media education in the home, school, and community, providing information and "food for thought" on our fast-evolving media culture. It provides a variety of resource materials relating to advertising strategies.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 4 : Understanding the visual arts in relation to history and cultures
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts 4, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives: By the end of this unit, students will have a basic understanding of the influence that advertising exerts on them through the media. They will begin to think critically about the images with which they

BEST COPY AVAILABLE

are continually presented. They will be aware of the purpose of advertising, and what the term "target audience" means. Students will have created an advertisement of their own using the following *principles of art and design:* Line drawing, shape, color, drawing from observation, background/foreground concept and balance, purpose of image, emphasis, focus, and use of symbols.

Strategies:

- Teacher-directed instruction
- Individual practice
- Cooperative learning

Teacher will lead the class in a discussion about how images presented to us by the media effect our thinking. Teacher will assist children with the principles of art and design (outlined in the above instructional objectives) during the hands-on creation of the student-produced advertisements.

Instructional Plan:

As a class, students will discuss why they like the particular toy each child has chosen to bring to class. They will brainstorm, making a list of different categories of toys, and then discuss reasons for valuing particular toys. (Note: As a home assignment, ask students to pay attention and take notes, keeping the aforementioned categories in mind, to the advertising strategies with which they are presented. This information will be used in Lesson 2 of this unit.)

In order to promote an enhanced understanding of the advertising and the effect it can have, briefly have the students divide into pairs or small groups and temporarily exchange the toys and their associated advertisements. Encourage the children to ask more detailed questions of one another than were asked in the group discussion: When did you get the toy? Did you see an advertisement for the toy and then ask for it? If so, what about the advertisement caught your attention? If they received it as an unsolicited gift, how did the giver know to give it? Are advertisements ever targeted towards parents, or are they always directed at the children? Each student will then draw his or her toy from observation. The background will then be drawn in to show where the toy is usually kept at home (shelf, toy box, drawer, etc.). Use this opportunity to teach the concept of using overlapping lines to create the illusion of foreground/background space in the picture plane. Compare the various choices made in the placement of the toy on the page, using this analysis to engender a discussion about the elementary principles of balance.

Assessment:

By questioning and observation, the teacher will assess the students' understanding of the following concepts:

A. Target audiences for advertising.
B. Truth and fairness in advertising, and the possible reasons for the existence of these qualities (or the lack thereof).
C. What constitutes a good or bad advertisement with respect to the elements of art and design.

Teacher observation and assessment will evaluate the quality of each student's art.

Extensions:

Have students take a tour through CreatAbility Toys: Museum of Advertising Icons. Here, they will find familiar toys and the even more familiar advertising strategies associated therewith. From the Snausages dog to the Hamburger Helper Hand, the students will see the impact of advertising first hand.

Teacher References:

Author :

Helen Robertson
Hawthorne Elementary School, University of British Columbia
British Columbia

Review Date:

ARTSEDGENotes:

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Media Unit: Lesson 2
(Part of Curriculum Unit Media Unit)

Resource Type: lesson

Length: 45 minute class periods

Grade: K,1,2,3,4

Subjects: Design Arts, Language Arts, Social Studies, Visual Arts

Subtopics: Design, Drawing, Film, Media, Photography, Technology, Video

Overview: This lesson begins with a teacher-led discussion of the purpose, target audience, and value of advertisements in general, and of the specific advertisements each student has brought to class from home. Students will then discuss as a class why each is successful or not, and why. Without referring to their particular advertisement, each student will then draw their ad from memory, enlarging it on their paper. Background, words, and symbols such as price should be considered. Advertisements should be colored.

Equipment:

- Computer: Mac or PC with Internet connection (optional)
- Projector Overhead Projector

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies: Toy and associated advertisement to be brought to school by each student.
Drawing materials to be distributed to each student by the teacher:
White paper (8 1/2 x 11)
Pencils

Other Materials: Overhead transparencies
Overhead pens

Related Textbooks:

Teacher Internet Resources: **Lesson and Extension Specific Resources:**

- **Advertising and your Child (Better Business Bureau)**
  http://www.media-awareness.ca/eng/med/home/resource/caruad.htm

  Housed on the Media-Awareness Network site, this page includes tips on how to help your child or student understand advertising tactics. Helps students become more advertising savvy.

- **Consumer Reports Online Education Center**
  http://www.zillionsedcenter.org/

  A great site for finding lesson plans and activities to guide your students in evaluating advertisements and marketing gimmicks. Their goal is to "empower kids to be savvy consumers and think for themselves."

- **CreatAbility Toys: Museum of Advertising Icons**
  http://www.toymuseum.com/

  This site will lead you through a tour of popular toys and advertising icons. Here you will find familiar marketing strategies. Students will discover the impact of ads and learn why certain elements are essential to the success of

a particular item.

General Internet Resources:

- **Media Awareness Network**
  http://www.media-awareness.ca/eng/

  This site offers practical support for media education in the home, school, and community, providing information and "food for thought" on our fast-evolving media culture. It provides a variety of resource materials relating to advertising strategies.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 4 : Understanding the visual arts in relation to history and cultures
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts 4, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives: By the end of this lesson, students will have a basic understanding of the influence that advertising exerts on them through the media. They will begin to think critically about the

BEST COPY AVAILABLE

images with which they are continually presented. They will be aware of the purpose of advertising, and what the term "target audience" means. Students will have created an advertisement of their own using the following *principles of art and design:* Line drawing, shape, color, drawing from observation, background/foreground concept and balance, purpose of image, emphasis, focus, and use of symbols.

Strategies:

- Teacher-directed instruction
- Individual practice

Teacher will lead the class in a discussion about how images presented to us by the media effect our thinking. Teacher will assist children with the principles of art and design (outlined in the above instructional objectives) during the hands on creation of the student-produced advertisements.

Instructional Plan:

This class begins with a teacher-led discussion of the purpose, target audience, and value of advertisements in general, and of the specific advertisements each student has brought to class from home. The teacher should refer to the Media-Awareness Network website for background information about purpose, target audience and value of advertisements. Students will then discuss as a class why each is successful or not, and why. (Size, color, realism, etc.)

In lesson 1 of this unit, students brainstormed, developing several different categories of toys. They were then asked to keep these categories in mind while observing the advertising strategies to which they were exposed. During this portion of lesson 2, ask the students to elaborate on their observations. How did the advertisements for different categories of toys differ from one another, and from advertisements for toys in other categories? Were there differences in the marketing strategies for each category? What audiences were targeted for each category of toys? For television ads, were there differences in the types of programs during which the advertisements appeared? Were dolls advertised during certain types of programs, and toy cars during another?

Then, without referring to their particular advertisement, each student will then draw from memory the ad for their particular toy, enlarging it on their paper. Background, words, and symbols such as price should be considered. Advertisements should be colored.

Assessment:

By questioning and observation, the teacher will assess how well the students' understanding of the following concepts has improved since lesson 1:

A. Target audiences for advertising.
B. Truth and fairness in advertising, and the possible reasons for the existence of these qualities (or the lack thereof).
C. What constitutes a good or bad advertisement with respect to the elements of art and design.
D. Teacher observation and assessment will evaluate the quality of each student's art.

Extensions:

- Have students draw a media-awareness cartoon like those on the Media-Awareness site. Ask students to name one thing about advertising that they would like to let other kids know. Have them draw a cartoon to inform the other students about media-awareness.
- Upper grades - Have students create a "spoof ad" similar to those created on Adbusters. Ask students the following questions: What is unusual about this picture? (The Earth has been driven over and a tire tread is left behind.) What do you think the advertiser is trying to say about the picture? (We are ruining our planet with our cars.) What does the slogan suggest about people?(They don't realize what they are doing to the planet.) By this point, students should have an understanding of the strategies that advertisers use when selling a product. Students will create a "spoof" of a familiar ad by presenting it without embellishments. Teachers can refer to the Adbusters "How to Create Your Own Print Ad" instructions which can, in turn, be relayed to students. (Important note: The preceding link is an excellent resource for teachers, providing valuable instructions on how to create a print ad. However, the site does contain some material that may be unsuitable for viewing by children. Please do no allow students direct access to this site.)
- Have students take a tour through CreatAbility Toys: Museum of Advertising Icons. Here, they will find familiar toys and the even more familiar advertising strategies associated therewith. From the Snausages dog to the Hamburger Helper Hand, the students will see the impact of advertising first hand.

Teacher References:

Author : Helen Robertson
Hawthorne Elementary School, University of British Columbia
British Columbia

Review Date:

ARTSEDGENotes:

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Media Unit: Lesson 3
(Part of Curriculum Unit Media Unit)

Resource Type:	lesson
Length:	45 minute class periods
Grade:	K,1,2,3,4
Subjects:	Design Arts, Language Arts, Social Studies, Visual Arts
Subtopics:	Design, Drawing, Film, Media, Photography, Technology, Video
Overview:	In this final lesson of the Media curriculum unit, students will draw an outline drawing of their chosen toy, either from observation or from memory, on 8 ½ x 11 white paper. They will include background/foreground space on the picture planeas well as possible symbols for their advertisement, with consideration given to their potential target audience. The finished ads are then shared with the class. As a culminating activity, the class divides into the "development" and "marketing" departments of an imaginary toy company, devising a new toy and a marketing strategy for it.
Equipment:	• Computer: Mac or PC with Internet connection (optional) • Projector Overhead Projector

Media & Materials:	
Printouts:	This lesson does not have any printouts.
Student Supplies:	Toy and associated advertisement to be brought to school by each student. Drawing materials to be distributed to each student by the teacher: White paper (8 1/2 x 11) Pencils
Other Materials:	Overhead transparencies Overhead pens
Related Textbooks:	
Teacher Internet Resources:	**Lesson and Extension Specific Resources:**

- **Advertising and your Child (Better Business Bureau)**
  http://www.media-awareness.ca/eng/med/home/resource/caruad.htm

  Housed on the Media-Awareness Network site, this page includes tips on how to help your child or student understand advertising tactics. Helps students become more advertising savvy.

- **Consumer Reports Online Education Center**
  http://www.zillionsedcenter.org/

  A great site for finding lesson plans and activities to guide your students in evaluating advertisements and marketing gimmicks. Their goal is to "empower kids to be savvy consumers and think for themselves."

- **CreatAbility Toys: Museum of Advertising Icons**
  http://www.toymuseum.com/

  This site will lead you through a tour of popular toys and

advertising icons. Here you will find familiar marketing strategies. Students will discover the impact of ads and learn why certain elements are essential to the success of a particular item.

General Internet Resources:

- **Media Awareness Network**
  http://www.media-awareness.ca/eng/

  This site offers practical support for media education in the home, school, and community, providing information and "food for thought" on our fast-evolving media culture. It provides a variety of resource materials relating to advertising strategies.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 4 : Understanding the visual arts in relation to history and cultures
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts 4, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

BEST COPY AVAILABLE

Instructional Objectives:

By the end of this lesson, students will have a basic understanding of the influence that advertising exerts on them through the media. They will begin to think critically about the images with which they are continually presented. They will be aware of the purpose of advertising, and what the term "target audience" means. Students will have created an advertisement of their own using the following *principles of art and design*: Line drawing, shape, color, drawing from observation, background/foreground concept and balance, purpose of image, emphasis, focus, and use of symbols.

Strategies:

- Teacher-directed instruction
- Individual practice

Teacher will lead the class in a discussion about how images presented to us by the media effect our thinking. Teacher assist children with the principles of art and design (outlined in the above instructional objectives) during the hands on creation of the student-produced advertisements.

Instructional Plan:

Students will draw an outline drawing of their chosen toy, either from observation or from memory, on 8 ½ x 11 white paper. They should include background/foreground space on the picture plane and possible symbols for their advertisement. Consideration must be given to their potential target audience. This audience can be real, or playful and imaginative. Transparencies will be placed over the top of the drawings. Using the overhead pens, trace the outline of the drawing, and the words or symbols used. Encourage the students to color in those parts of their advertisements that they would like noticed most (i.e., price, place of purchase, purpose of the toy, etc.). The finished ads are then shared with the class (or a larger audience) via the overhead projector.

Culminating activity: Tell the class that they are all part of a toy manufacturing company. Divide the class in half, telling one half that they are the "development" department and the other half that they are the "marketing" department. Instruct the students in the development department that it is their job to come up with a new toy, and that it can be anything (within reason) that their imaginations can devise. Once the development department has devised their toy, tell the students in the marketing department that it will be their job to advertise and market the toy, and that they are to devise strategies for marketing, product placement, and targeting the right audience. Upon completion of the entire

scenario, the entire class can come together for a critique of the project, assessing its realism, potential for success, etc.

Assessment: By questioning and observation, the teacher will assess how well the students' understanding of the following concepts has improved since lesson 1:

A. Target audiences for advertising.
B. Truth and fairness in advertising, and the possible reasons for the existence of these qualities (or the lack thereof).
C. What constitutes a good or bad advertisement with respect to the elements of art and design.
D. Teacher observation and assessment will evaluate the quality of each student's art.

Extensions:

Teacher References:

Author : Helen Robertson
Hawthorne Elementary School, University of British Columbia
British Columbia

Review Date:

ARTSEDGENotes:

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").